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ABSTRACT

Suggestions for the Library Education Evaluation, Licensing, and Accreditation Program were adapted from documents prepared by the American Library Association and other accrediting groups as well as from policies and procedures already being used. The Tehran Book Processing Centre executive committee approved this set of standards in the Spring, 1971. It is one of the first sets of library education standards produced and adopted outside the USA. Though somewhat different from the sets of library standards, the translation, approval, and recommendation program prescribed for this document was much the same as that prescribed for the library standards. In 1969, the Institute for Research and Planning in Science and Education asked for Tehran Book Processing Centre Planning Department cooperation in evaluating the new Tabriz and Iranzamin library education programs. When a formal higher education evaluation program is evolved, it seems likely that the Institute will follow its own precedent in asking the Centre to continue its work in this field. The same reasoning seems valid for library standards, since the Institute requested Planning Department assistance in evaluating and improving several academic and special libraries in 1969 and 1970. (LI 004244 through 004257 and LI 004259 through 004267 are related.) (Author)

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ED 073810

Ministry of Science and Higher Education

Institute for Research and Planning in Science and Education

Tehran Book Processing Centre

Iranian Library Education Evaluation, Licensing and Accreditation Program

The success of the White Revolution is vital to Iran's leadership among the nations of the world, a leadership which Iran has only recently begun to assert. Iran depends heavily on its educational institutions and ministries for continued progress, so these organizations must be capable of meeting future challenges. In helping to bring the world's knowledge to bear on their problems, libraries and information centers have become important educational aids to all types of public organizations. Good modern library service is essential to modern Iranian education and culture. All organizations must be encouraged, perhaps even required, to improve their libraries and to make them of maximum service to users.

If Iran's libraries are to continue to grow and prosper, they must have well educated leadership, for the most important part of every library is the librarian. For their informational role in society, librarians must be educated in challenging and imaginative programs. Well educated librarians can be produced only by library education departments of high quality. In order to assure the public that each Iranian educational program meets modern standards of excellence, an evaluation and accreditation program must be established and carried out successfully. This memorandum outlines a program to improve the quality of education for librarianship and to assure Iranian institutions of fine library staff members. If the institutions, themselves, will give libraries strong support, then future library service on a high level will be assured.

This memorandum discusses library education development in several closely related sections. First, Iranian library manpower needs must be calculated before we can demonstrate the urgency of having professional and other library staff members available in sizeable numbers. As a way of preparing the reader to understand the types of manpower needed, a section is devoted to library personnel levels and their characteristics. The next section explains the suggested policies and procedures to be followed in organizing and administering library education, licensing and accreditation. The main body of the memorandum describes all aspects of the library education standards appropriate to Iran. A bibliography and appendixes conclude the memorandum.

LI 004 258

LIBRARY PERSONNEL

Levels of Service.-- Although it is impossible to assure a specific graduate of the position level to which his career may lead, since individuals and their situations differ so greatly, in general, Iranian library personnel should be educated to serve at the following levels:

a. Masters degree library science graduates are being prepared for administrative positions as chiefs or department heads in all kinds and sizes of libraries. A few of them, with rich experience and ability, will head large libraries, those with 25000 volumes or more, for instance.
b. Bachelors degree majors are being prepared to become heads of medium-sized libraries or professional assistants in larger libraries.
c. Bachelors degree minors are being prepared to become sub-professional library assistants in larger libraries or heads of smaller school and public libraries, those with fewer than 2000 volumes, for instance.
d. Junior college graduate library technicians are being prepared for work as heads of smaller school and public libraries.

Manpower Needs.-- Iranian library manpower needs have never been officially surveyed. A project to develop manpower need estimates should be conducted as part of the survey proposed in connection with the Iranian National Library Plan. The Iranian Library Association is seeking sponsorship for this plan and survey. For all of Iran, the survey will gather objective data on the number of positions at each level in each type of library, the number of budgeted vacancies existing, and the number of vacancies anticipated in the coming twenty years. With this information, the number of library education graduates needed to fill the existing and anticipated vacancies will be calculated as well as the number of library education departments needed to produce these graduates. Only when accurate manpower need forecasts have been made can quantitative Iranian library education program needs be laid out.

As the first step toward such a statistical collection, the following projections can be made for Iranian library personnel needs. The figures for 1970 show the estimated number of vacancies existing in that year. Each figure for a later year shows the number of new vacancies which will have accummulated during the years since the previous figure shown:

	1970	1975	1980	1985	1990
a. Masters level graduate librarians needed	40	45	65	75	85
b. Bachelors major level librarians needed	40	50	70	90	130
c. Bachelors minor level graduates needed	60	90	130	180	260
d. Technician level graduates needed	100	150	200	270	350

At this point, perhaps it would be helpful to spell out the five kinds of personnel needed by Iranian libraries now and in the future.

Professionals.-- A professional librarian should be accorded the respect, rank and salary given other Iranian professional persons, such as architects and nurses. Usually, he supervises several staff members and often will be chief of his unit, or at least a department head in it. For example, the head of a university central library or a ministry library, or the reference or catalog librarian in a college library would be a professional librarian. The tasks of a librarian require full professional knowledge of librarianship and the exercise of good judgement based on a broad understanding of books and other library resources, their intellectual organization and their educational, informational, cultural and scholarly use. Establishment of material selection policies, acquisitions and cataloging policies, and information and guidance services are illustrations of specific responsibilities. Sometimes he supervises large numbers of staff members, 10-30 or more, including other professionals. He should possess the qualities of strong leadership and should be able to command respect of university faculty members and ministry officials. In the previous section, categories a) and b) are professionals. Work requiring other professional, scientific or specialized subject matter education may be performed by related professionals; artists, editors, public relations, language and subject specialists fall within this category.

Subprofessionals.-- Subprofessional library staff members, who may fit into category c) above, carry on skilled work under the supervision of professional librarians. In turn, they will supervise technicians, typists, clerks, drivers, and pages. They are college graduates who exercise judgement and perform tasks just below professional level in intellectual challenge, administrative responsibility, and supervisory scope. Subprofessionals may be in charge of smaller

libraries and supervise all staff members there. Other examples of subprofessional duties are those of handling simple reference questions, book selection checked by a professional, acquisitions searching, serials acquisitions, and preliminary cataloging. Their bachelors degree level majors in other subject fields can be useful in supplementing the subject knowledge of other staff members. If they show promise, such college graduates should be encouraged to attend a graduate library school.

Technicians.-- Iranian library technicians, category d) above, provide assistance to professional librarians and subprofessionals and may supervise clerical, typist and maintenance staff members in performing the tasks listed below. Their lack of college level subject knowledge relegates their activities to those at the non-professional or clerical level.

a. The physical upkeep of material.
b. Care of shelves, files and equipment.
c. Typing and filing.
d. Circulation work, such as registering borrowers, explaining lending rules, charging and discharging books.
e. Acquisitions work, such as ordering publications and searching for bibliographical data.
f. Cataloging work, such as processing added copies and new editions, ordering printed cards, assigning book numbers and cataloging fiction.
g. Information services such as answering directional or simple factual questions, locating bibliographical information, and using multimedia materials.

Typists and Clerks.-- Typists and clerks may perform duties of a general office nature which can be done by individuals with appropriate specialized training or experience, e. g., secretary, typist, filer, personnel clerk, accounting clerk, file clerk, circulation clerk, or mail clerk. Secretaries and typists rank above clerks and should be able to type bi-lingually. At the least, each person should be a high school graduate, and a few of the secretaries may be college graduates.

Maintenance Employees.-- The final category of library employees includes the types of workers found in every organization -- janitors, tea servers, cooks, doormen, guards, pages, drivers and messengers carrying out traditional tasks. They should be high school graduates.

LICENSING AND ACCREDITATION POLICIES AND PRACTICES

The Licensing and Accreditation Agency.-- Iranian library education licensing and accreditation is conducted under the auspices of the Council for the Development of Higher Education of the Ministry of Science and Higher Education. Under the Ministry, the Council is responsible for developing library education standards and for implementing them. In the library education licensing and accreditation program, the Ministry's goals emphasize its concern for the importance of good library service. By adopting library education standards, the Ministry wishes to insure a future supply of Iranian librarians well qualified to provide modern high-quality library service.

The Ministry and the Council for the Development of Higher Education may turn to any of several agencies for advice and assistance in its licensing and accreditation activities. In the past, the Council has depended on the Institute for Research and Planning in Science and Education and its subsidiary agency, The Tehran Book Processing Centre, for such assistance. In any case, the Council is charged with the responsibility for making careful studies of specific higher institutions, their faculties, curricula, and students, and weighing their goals, plans and activities.

In order to do its work properly, the Council should carry out the tasks of a) framing licensing and accreditation standards recommended as appropriate for Iranian institutions, b) collecting pertinent data from library education departments, c) evaluating the extent to which specific departments meet the standards, and d) discussing the improvements which may be reasonably expected of them. After such a comparison of institutional performance with expectations, the Council is expected to decide on individual institutional licensing and accreditation. The present memorandum is designed to assist the Council in carrying out these important tasks.

Policy Development.-- The standards described in this document have been developed with great care by the Council for the Development of Higher Education. Final modifications and decisions have been made only after discussion with staff members, advisors and groups whose advice was requested. They were approved by the Ministry for an experimental five year period of use in evaluating all Iranian library education programs. At the end of five years, these standards should be reconsidered and modifications suggested to fit changing conditions in Iranian librarianship and higher education. The library education department annual reports collected during this period will be useful in reviewing the standards, also. Constructive suggestions concerning this program are wel-

comed from any source. List of licensed and accredited Iranian education institutions are maintained by the Council.

The Purposes of Licensing.-- The Council issues licenses to institutions wishing to launch library education departments. They are issued to enable the institution to carry out its plans to provide library education for its constituents. Only institutions meeting certain quality standards can be licensed, and The others should be refused licenses. The purpose of licensing then is to permit and encourage well qualified institutions to activate library education programs and to forbid others from doing so.

The Purposes of Accreditation.-- What are the purposes of accreditation?

1. The accrediting program is designed to improve Iranian library service through improvements in library education.
2. The spirit of accreditation features constructive library education evaluation.
3. Accreditation standards should represent the minimum achievement consistant with the needs of the Iranian library profession.
4. Accreditation should emphasize those criteria of greatest importance to Iranian library education.
5. In indicating those achievement levels which contribute to library education progress, accreditation should emphasize both qualitative and quantitative criteria.
6. The accreditation standards should permit a library education department to initiate educational experiments and progressive programs which do not conflict with its parent institution's goals and policies.
7. Each library education department must be evaluated within its own institutional setting.
8. Each department should be evaluated against its success in carrying out its own plans, those plans approved when it was licensed.
9. Accreditation implies that the department has reached certain quality levels giving the Council confidence that it will continue to produce well qualified librarians.

The Purposes of the Standards.-- Library education standards have two purposes. First and most important, the standards should be useful for self-analysis to aid a department in guiding its own development. Whether the department passes

or fails this set of standards is not as important as the educational function they serve. Second, they should constitute a set of criteria against which the Ministry of Science and Higher Education can evaluate specific educational programs, both in its licensing and in its accreditation programs.

Eligibility for Consideration.-- While departmental requests for preliminary advice and assistance will be welcomed, only proposed or active library education departments meeting the requirements given below will be considered for licensing and accreditation:

a) Only departments and schools of library science in Iranian colleges and universities will be considered for evaluation.
b) Programs which do not carry college credit will not be considered.
c) A series of uncoordinated courses will not be considered, only an organized curriculum.
d) Library science program evaluation must follow or accompany Ministry accreditation of the parent institution. An institution without such accreditation will not be considered for a library science department license. On the other hand, the accreditation of the parent institution as a whole does not imply that the library education program has been licensed or accredited; instead, separate licensing and accreditation must be obtained for it.
e) Both multi-purpose general programs, preparing librarians for school, public, academic, and special librarianship, and single purpose programs emphasizing only one or two of these fields, will be considered for evaluation.
f) A department will be considered for licensing either before or after it starts to offer course work, but preferably before.
g) A department must be evaluated for accreditation not less than five or more than six years after it is licensed.

Kinds of Program Which Will Be Evaluated.-- The following kinds of Iranian library education programs may be offered:

a) Doctoral programs requiring an accredited masters degree in library science for admission. Normally, doctoral programs require at least two calendar years of full-time resident library science study and research beyond the masters degree and include the successful completion of comprehensive written and oral examinations as well as a written dissertation. Graduates can be expected to take high ranking administrative or teaching positions.

b) Masters degree programs requiring a bachelors degree plus other qualifications for admission. If the majority of students are full-time and are not employed, normally the program will extend over one academic year. If the majority of students are employed, normally the program will extend over two academic years. Thirty six to forty semester credits of library science are usually required for the degree. No more than twelve credits are taken at the undergraduate level, the remainder to be taken at the graduate level.

c) Bachelors degree major. Normally, the program will require a secondary school diploma plus other qualifications for admission. It will extend over a period of four academic years for full-time students and include three years of general education courses. Library science courses may begin in the student's fourth semester of enrollment. Thirty six semster credits of library science should be required for the degree.

d) Bachelors degree minor. The program should require a secondary school diploma for admission. It should extend over a period of four academic years for full-time students and include twenty four semester credits of library science. Students may begin library science courses in the fourth semester of enrollment.

e) Junior college major. Normally, the program will require a secondary school diploma for admission. The technician curriculum will extend over a period of two academic years for full-time students. Twenty four semester credits of library science are usually required for the post diploma or associate degree. Such programs will be given in a technical school, junior college, community college, four year college, or university.

f) Secondary school diploma program of specialized instruction.

g) In-service training program of lectures by library staff members.

Licensing and accreditation will be provided only for the (b), (c), (d) and (e) program levels shown above. Doctors programs will not be accredited since the complexities of such programs are thought to be beyond the capabilities of Iranian library education departments for the coming five year period. Besides, English language library science doctoral programs are already available in several nearby countries, in Europe and America. Nor will secondary school, in-service or informal programs be evaluated.

Licensing and accreditation will be designated specifically for one or another of the program levels shown above and will not be generally applicable. A de-

partment adding a new program to one already licensed or accredited must request evaluation of its new program separately.

Application for a License.-- The process of evaluating and licensing is initiated by a request from the chancellor or president of the academic institution to the Ministry of Science and Higher Education. Such a request should be turned in only when the department is fully confident of meeting licensing standards and at least nine months before a final decision is expected. The Ministry's Council for the Development of Higher Education will furnish copies of the library education standards and other pertinent material to the institution, including a Library Education Department Licence Application Form. This form is shown in Appendix A.

After the completed Application Form and supporting materials are returned from the institution, they will be reviewed by the Council to determine the institution's eligibility for licensing. At that point, if the answer is negative, the institution will be given the decision and the reason. If the answer is positive, the Council will convene to discuss the application. Also, it will probably request a discussion of the plans with the institution head and the library education program head, if one has been appointed. The Council will point out to the institution head that his plans should be designed primarily to develop a department which will eventually meet the accreditation standards shown in this memorandum. And further, that eventual accreditation will be based both on the extent to which the program has carried out its own plans successfully and the extent to which it has reached the Council's standards. The institution's past record of developing high quality curricula in other subject areas will have an important bearing on the Council's decision.

At this point, based on the information and plans available to it, if the Council is optimistic that the program will eventually be accredited, then it will license the program. If not, it will refuse the license. Institutions refused a license may reapply not less than twelve months later, with markedly improved plans.

Accreditation.-- To enable the Council to keep its knowledge of licensed department activities current, each department will be requested to file an annual report. This report should cover the year's accomplishments, faculty and student changes, finance and personnel changes, quarters, recruiting, admissions, placement, curriculum, research and other developments, favorable and unfavorable.

The Council will request this report annually in Mehr for the previous academic year. The first report will be due one year after the department is licensed, and reports must be filled each year thereafter for the duration of the department's existance. If the reported information is not satisfactory, the Council may request more detailed information through the Department Accreditation Report Form, or it may even request a formal evaluation visit.

Five years after being licensed, the program will be formally evaluated again, but this time, based on its performance and accomplishments, rather than its plans only. Before scheduling a formal evaluation visit to the department, the Council may schedule an informal visit to enable the department to see the areas in which Council representatives find it strong and the areas in which they find it weak and unacceptable. Such a one day exploratory visit will have no bearing on the results of the later formal evaluation visit and must be scheduled at least one year before it. The Council will authorize such a visit to provide first hand knowledge of the program for its own use as well as to provide an opportunity to help in the department's development. The visit will be made by two professional librarians appointed by the Council for this purpose. No more than one of them may serve on any later Council evaluation team for that department.

Council members will be available in their offices during normal working hours for informal and unofficial advice, also. Any evaluations or decisions, except those given in an official written report following a formal accreditation team visit, are merely suggestions of the moment, in no way binding on the Council, and are offered only as a courtesy to interested departments.

The Visiting Team. - In order to carry out the Council's formal evaluation properly, it should appoint a team of three persons, one of whom should be named chairman, to consider the department's program at length and in detail and recommend awarding or withhold accreditation. All team members should be selected from among the leading professional librarians in Iran. This team should send a questionnaire to the department in order to obtain detailed and comprehensive information on its status and activities. A sample of such a questionnaire is given in Appendix B.

As another part of its program, the Council team should schedule a formal evaluation visit to the department, also. The team chairman should outline the visit

plan and date and obtain the chancellor's agreement to it. The visit should be made without regard to the department's chances for accreditation. At least three weeks before the visit, the team chairman should send each team member a copy of the completed Library Education Department Accreditation Report Form and the supplementary material received from the department and other sources. Each member should be expected to become thoroughly familiar with this material and with the accreditation standards.

The Visit.-- The campus visit is intended to improve understanding of those aspects of the department's program which cannot be judged fairly from written reports alone. In its approach, the team should endeavor to maintain the role of observer rather than inspector and to investigate only those matters bearing directly on the quality of the education program. If the Ministry has scheduled a general evaluation team visit to the institution, the library education team should join this visit. The visiting team does not report to the department but only to the Council. Verbal evaluations should not be given to the department while on the visit; such opinions would be premature because other team members may have useful information to contribute on these topics.

The visit will take at least two full working days. At the beginning, the chairman should review the proposed schedule with team members and then the team should meet with the chancellor and the department head to finalize it. Specific team members may be assigned to check specific parts of the department's program. Activities should include:

1) Conferences with faculty members, the chancellor and other institutional administrative officers, with department alumni, and nearby cooperating librarians, individually and in separate groups.
2) Visits to at least one class for each instructor.
3) Examination of quarters, equipment, teaching aids, library facilities, departmental and institutional records.
4) Conferences with several representative students, including the student organization officers.
5) Interviews with other employees, such as the department's secretary and librarian. In general, conferences should inquire into the activities actually carried out by the individuals (faculty, staff or students), briefly how these activities are carried out, the individual's opinion of the strong features of the department and of his work as well as the weaknesses and the areas needing imporvement therein.

6) Private team conferences as frequently as necessary (at least once a day) to pool knowledge and discuss conditions, facilities, instructional methods and other features observed.

7) At the final private team meeting held before leaving the campus, three matters must be cared for. The team must (a) discuss its observations in detail; (b) vote on an evaluation as excellent, good, fair or poor for each part of the Library Education Department Policies and Practices section given below; and (c) assign report preparation responsibility.

The Team Report.-- As quickly as possible, certainly in a maximum of one month, the team chairman should prepare a tentative department evaluation report and submit it to the other team members for approval. Or, he may assign them chapters of it to prepare. The team report should follow the outline of the Library Education Department Policies and Practices section, describe the department briefly, commend its strengths, make suggestions for improvement and recommendations for action. The report should be discussed by the team, then a final draft should be written and submitted to the Council.

Action on the Report.-- The Council will judge the library education curriculum on the basis of the visiting teams report, the questionnaire completed by the department, and other evidence presented by the institution. The Council will deliberate the recommendations made, modify them where appropriate, and then send a copy of the final Ministry report to the chancellor and the department of library science chairman.

Members of both groups--the Council and the team--are required to keep confidential each report's contents. All accreditation refusals are kept confidential permanently, but all accreditations are announced to the Iranian press immediately after notifying the institution. Withdrawal of accreditation from a previously accredited department is announced to the press in the same manner as for accreditation.

In Future Years.-- Accreditation covers the class graduating in the academic year of the visit. It continues in effect as long as the Council believes the program's level of excellence to be maintained. However, failure to maintain this level will result in loss of accreditation. At five year intervals in the future, the Council will completely resurvey each accredited department and either reaccredit it or change its status.

Criteria for Accreditation.-- Accreditation will be awarded as follows:

1) The library education department which has reached a good or excellent--rather than fair or poor--level of accomplishment in three fourths or more of the sections listed below should accredited.
2) The department which has a good or excellent accomplishment level on half to three fourths of the sections will be given probationary accreditation.
3) The department which has a good or excellent accomplishment level on less than half of the sections will be failed.

Grading categories are the following:

a. Accreditation. Fully acceptable. Potential Iranian students will be urged to enroll in departments given this rating.
b. Probationary accreditation. A department receiving this rating will be given two years in which to make improvements and will then be formally re-evaluated. It may continue to give degrees during this period. When re-evaluated, it must either be accredited or failed; it cannot be continued on probation. If it fails, its license will be revoked and it must disband.
c. Failed. A department failing the accreditation will be required to disband within twelve months, surrender its license and stop awarding degrees or diplomas.
d. No accreditation. A department which has not yet been evaluated.

Certification.-- If an Iranian librarian's certification program is developed, it is assumed that the graduates of the (a) and (b) level programs will be certified at the highest level, and graduates of (c), (d), (e), (f) and (g) level programs will be certified at progressively lower levels.

LIBRARY EDUCATION DEPARTMENT POLICIES AND PRACTICES

The Purpose of Library Education.-- The purpose of library education is to prepare well qualified individuals for professional service as leaders in Iranian libraries. Such an education program should seek to inculcate in them the basic principles and practices of Iranian and western librarianship. It should intrduce them to the book world, to the needs of library users, and to the role of the librarian in bringing books and users together for the benefit of Iranian society. The department should seek to inspire all students to work hard, to give their best service, and to become leaders in their field. In so doing, it

should encourage those persons well qualified for professional leadership in the field and screen out all others.

Quarters.-- The department's physical location should meet modern Iranian standards of building construction, and its rooms should be attractive. Departmental quarters should contain a room or a suite of rooms where the chairman and the secretary have their offices. Other faculty members should have separate office space there or elsewhere. An office or at least a desk should be available for each full-time faculty member. A full set of good quality office furniture must be available for each person, also.

Classrooms should seat 15 to 35 students, should be quiet, well lighted, heated and cooled. A lecture classroom should seat students in rows and a seminar classroom should seat students around a table for discussion courses. Classrooms, faculty offices and the departmental book collection should be housed in the same building. A cataloging laboratory room is recommended as well as a study room where each student has a small desk in which to keep his own material.

The University Library.-- The library education department is heavily dependent on well organized and modern campus library facilities, probably more dependent on them than any other department. Its faculty members and students need such facilities daily to develop and assist their teaching and study programs. Library education cannot be offered successfully in an institution which lacks a well organized library with a large and varied collection of material. The university library should contain an up-to-date and well organized, rich and varied collection of material covering all subject fields. The library should be staffed with professional librarians, fully cataloged, classified, and modern reference service offered. Open shelf browsing and circulation service should be provided, also. Its services should be freely available to all students. Iranian library science students can learn much about library practice by working as student assistants in this library.

The department's book, serial, pamphlet, and audio-visual collections should be assembled in its own departmental library, in a faculty library, or else in the central university library, depending on the local situation. In any case, this library should be administered as a model for library science students to study. The library science collection should be sufficiently large, varied and

well selected to support the entire curriculum as well as faculty and student term paper preparation and research. Book selection should be carried out cooperatively by the faculty, the department chairman, and the library science librarian. The library science collection should contain at least 3000 titles. Multiple copies of books used heavily should be available on reserve. Books should be cataloged by the Anglo-American Cataloging Rules and classified by either the Library of Congress or the Dewey Decimal Classification. Serial files should be available since 1960. The annual budget for new library science monographs and reference material should equal at least 300000 Rials and for serials at least 80000 Rials. Library science students use their facilities heavily, so the reading room should seat at least 50% of the library science student body at one time.

Aministration.-- Library education instruction must be organized into a department or faculty, the former being more appropriate for an Iranian undergraduate college program and the latter more appropriate for a university graduate program. The department must be an integral part of its parent college or university. The library and department of library science may not be combined administratively. Such a department or faculty must be headed by a chairman or dean chosen from the library science faculty. He should be an outstanding and available Iranian ~~member of the library science faculty~~ and have sufficient freedom and authority to accomplish the department's objectives. Strong and continued financial support must be assured the department. The library science faculty salary scale must be the same as that for all other university academic departments.

Administrative work must be carried out by the department head and his teaching load reduced to allow time for proper attention to it. Examples of the duties which must be carried out are the following: 1) recruiting students, 2) admissions interviewing and testing, 3) student counseling, 4) course registration, 5) placement work with students and graduates, 6) preparing agenda for and presiding at faculty meetings, 7) attending department and university-wide faculty meetings, 8) supervising the departmental secretary, 9) faculty recruiting and counseling, 10) assisting faculty members in developing their courses, 11) conducting departmental relations with deans and chancellors, 12) organizing and directing workshops, 13) drawing up curricular changes, new courses and examination schedules, 14) maintaining faculty and student records, 15) library science book selection, 16) departmental budget administration, and 17) consulting

with and preparing reports to guide the development of local Iranian libraries.

The department chairman should conduct most of the student counseling, particularly as it relates to admissions, career choices and course scheduling. However, faculty members should participate actively in counseling, especially concerning personal matters and work in their own fields of interest. Frequent conferences must be held between faculty and students to supplement classroom instruction, to clarify and explain lectures and discussions.

Departmental Secretary.-- Each department must have a minimum of one full-time well qualified and capable bi-lingual secretary or typist for every two full-time faculty members or the equivalent. The following are among the tasks which may be handled by the departmental secretary: 1) typing stencils for class assignments and examinations, 2) typing correspondence in both Persian and English, 3) typing memos, grade lists, and reports, 4) serving as a receptionist for students and others waiting to see faculty members, 5) storing and distributing supplies, 6) answering elementary questions and relaying messages from students and visitors calling in person or by telephone, 7) assisting with student registration, 8) organizing field trips, 9) maintaining files of stencils and correspondence, 10) running photocopy and mimeograph machines, 11) running errands, 12) taking minutes at faculty meetings, 13) maintaining the department bulletin board, 14) typing admissions, counseling, placement and course work records, and 15) serving as an interpreter for foreigners.

Files and Reports.-- Department files and reports similar to the following should be used:

Each faculty member should have a personal file folder containing

a. Biographical material
b. Student evaluations of his teaching
c. Correspondence
d. Other personal material

Each student should have a personal file folder containing

a. Course work and grade records
b. Faculty evaluations of him
c. Placement record
d. Special items relating to him

General department files should be maintained for

a. Departmental annual reports to the chancellor
b. Semester course time schedules showing class enrollments

c. Future semester course time schedules
d. Semester honor rolls
e. Probation lists
f. Faculty meeting minutes
g. Correspondence files
h. Files of reports and consulting work
i. Catalogs from other library schools
j. Stencils
k. Course outlines, assignment lists, and other materials used previously.

Faculty.-- The faculty should be adequate in number, authority, and competence to determine and carry out a program of superior Iranian library education. All faculty members must have masters degrees in library science or equivalent library science degrees or diplomas. Several years of successful library experience should be required before the individual begins to teach. Before employment, a check should be made of his teaching ability. His intellectual capacity should be as superior as his personality is warm and friendly. Usually, those instructors are most successful who work at teaching most conscientiously and have a strong interest in helping their students learn. The old fashioned instructor who uses only lectures and a textbook to be memorized and assigns no outside work for either the students or himself is unsatisfactory.

Full-time faculty members should work at least 40 hours a week and hold no other position, not even in the institution's library. In addition to full-time faculty members, a few part-time instructors may be used to bring to the faculty greater variety of talent and experience. However, full-time faculty members with no library responsibilities should make up at least half of the faculty. The minimum instructor-student ratio should be 1:20, with full-time instructors being counted as one and part-time instructors counted as one third for every course taught. Such a faculty-student ratio will permit time for supervision and instructional work of acceptable quality. Minimum faculty sizes are the following:

A Level (Masters degree) -- three full-time instructors or more, depending on the enrollment and curriculum breadth.

B Level (Bachelors degree) -- ~~three~~ four full-time instructors or more

C Level (Junior College) -- one full-time instructor-administrator or more

Teaching load requirements must conform to those of the institution in which the department is located. However, the following rules are suggested for full-time faculty members:

a. In general, the department chairman should alternate semesters of teaching one and teaching two courses. As the size of the faculty and ... increases, however, his teaching load ... be increased.

b. Graduate instructors should be in the classroom a maximum of nine hours weekly each semester. In addition to classroom teaching, the instructor must be allowed time for related duties, such as (1) individual student conferences, (2) assignment preparation, (3) writing or translating professional papers, (4) attending conferences, (5) library science book selection, (6) paper-grading, (7) professional reading and (8) visiting libraries. If the faculty member develops a useful research project, his teaching load may be reduced by one or two courses to permit time to carry it out.

c. Undergraduate department instructors should teach a maximum of twelve hours weekly each semester.

The faculty should conduct its business as a closely coordinated team. Frequent meetings should be held to keep all faculty members well informed about current activities. The librarian of the faculty or departmental library serving the department should be invited to attend faculty meetings. Instructors should have complete teaching freedom within Iranian laws. They should take an active part in the work of Iranian professional associations.

Teaching Techniques and Aids.-- Class lectures, open discussions, student oral and written reports, films, filmstrips, recordings, case studies, role-playing sessions, term papers, visiting speakers, field trips, quizzes, and examinations are among the classroom teaching techniques which should be used. A variety of techniques should be used in each course. Outside reading or writing assignments must be given in each course each week. They should take the average student eight to ten hours to complete.

The department should have a collection of audio-visual materials and equipment of several kinds to be used in teaching basic concepts and providing overviews of subjects. For this purpose, dubbed foreign films can be rented from the Iranian Documentation Centre. Books on library education, bulletin board display space, samples of library science textbooks, library procedure manuals, handbooks, course outlines, syllabi from other library schools, organization charts, floor plans, and jumbo catalog cards will be needed. This collection may be maintained by the university library or by the department.

Curriculum Principles.-- Suggested course work field and their instructional levels are shown in Appendix C. The curriculum should emphasize the fundamental principles common to library service everywhere and the policies most signifi-

cant for modern Iranian librarianship. It should describe the most recent Iranian library trends and develop the ability to put ideas into practice. The student's entire five or six year academic program should be conceived as forming one continuous and coordinated educational curriculum. No matter what field of librarianship they plan to enter, all departmental students should be educated in the same library education curriculum. Minor variations can be made at the graduate level to accomodate specialized interests. For the undergraduate student, the ratio of general to professional education should be three to one. Extension courses may be given where facilities and instruction are approximately comparable to those on the main campus. Correspondence courses should not be accepted for college credit.

The courses listed in Appendix C should carry two or preferably three semester hours of credit and meet for that number of hours each week during the entire semester. In general, the courses should be taken in the order listed. In cases where one course depends on the knowledge gained in another, the latter course may be required as a pre-requisite. Advanced courses (numbers 7-13) should not be taken until the graduate student has completed at least half of his library science program. Each department should offer at least one course in every area listed for its degree level. In certain course areas important at all three levels, and in larger programs, the C level may require one such course, the B level two, and the A level three courses. After completion of a major or minor curriculum, course work must lead to either a degree, diploma or certificate.

A class should be split into two or more sections when it exceeds 35 students, except for cataloging courses which should be split when they exceed 15 students. For all levels, additional recommended courses include the following:

a. Introductory courses in the social sciences.
b. Introductory courses in the sciences
c. " " " " humanities
d. Iranian history and culture
e. Persian language
f. Foreign language

Recruiting and Admission.-- The department should recruit actively among the best students available in the secondary schools or colleges in its vicinity. It should show films, give talks and demonstrations, distribute recruiting leaflets, conduct interviews and carry on other recruiting activities each year.

Promise for professional development should be the primary admission requirement. A well balanced and mature personality, demonstrated superior intellectual ability, friendliness, and aptitude for librarianship should be important requirements. Also, candidates should be flexible, well organized persons, sincere, ambitious, diplomatic, and accurate with details, yet able to grasp abstract concepts easily. Previous academic programs should have included systematic surveys of the major fields of knowledge. Students are needed with a considerable variety of subject concentrations, particularly at the graduate level, but normally a variety of courses is more useful than deep concentration in one field. Previous course work should have included foreign languages and other basic "tool" courses. Young people with good administrative ability who are willing to work hard and continuously are greatly needed.

All applicants must be secondary school, or, if applying for graduate admissions, college graduates. The minimum grade point average acceptable for admission is midway between a C and a B, Applicants' previous scholastic records should have placed them in the upper half of their graduating classes.

Because so much library science material must be read in English, admission requirements should include an acceptable score on a recognized English language test. On the Michigan English Language test, a minimum of 55 should be required. Most Iranian college graduates, even most English majors, are unable to read English well enough for admission to an accredited library science program. In addition, an examination should be required of either Persian language facility or general intelligence.

Every candidate for admission should be interviewed by at least one faculty member as part of the screening procedure. Students with poor personalities may be refused admission for that reason. Library experience is desirable before admission but should not be required. On the other hand, some assurance must be obtained that the student will enter librarianship upon graduation. Good Persian and Latin typing ability is recommended. All applicants must be in vigorous good mental and physical health. Other local regulations may be imposed on applicants, also.

Students.-- A student organization may be formed to serve a liaison role between students and faculty. An orientation manual to explain opportunities and pro-

cedures for new students can be compiled by the student officers. Student public programs and student representation at faculty meetings can be organized by this group. Department-wide recreational activities can be another of their responsibilities.

Accreditation.-- Every student planning ultimately to work on a library science masters degree should take as few undergraduate library science courses as possible, preferably none. Instead, his undergraduate course work should provide a well-rounded general education. In this way, graduate professional education can build on a broad and deep foundation just as valuable to the librarian as his professional education. However, for those students who change their goals and decide on a graduate library science program after having completed an undergraduate library science program, care should be taken to articulate the undergraduate and graduate library science course work. The student moving from one to another should lose a minimum amount of credit and be required to repeat as little course work as possible, yet obtain a thorough grounding in all essential subject areas.

For the student who has already completed an accredited lower level library science program but who wishes to obtain a further degree in the field, several curricular choices must be made. First, the student should take those courses not taken previously. Second, in the case of two courses with the same title, one at a lower academic level than the other, the second one covering essentially the material covered previously, in the same language, and in about the same degree of detail, if the student's grade was C, D, or F at the lower level, he may repeat the course. If his previous grade was A or B, he may be excused from repeating it. Third, as a replacement, he may chose either an advanced library science course not taken previously or else a course offered in another department which will be useful in his projected library career or will strengthen his general education background. A student may make such substitutions for a maximum of 18 semester hours of course work. Similar policies should be in effect to cover students who transfer from one graduate library science program to another.

Grades and Graduation.-- The grading system should conform to the practice of other Iranian university faculties and departments. In many cases, this system will be the following: A Excellent, 90%-100%; B Good, 80%-89%; C Fair, 70%-79%;

D Poor, 60%-69%: Failure, 59% and below. At least a C average should be required for graduation, and if university rules permit, a B average may be required.

BIBLIOGRAPHY

The following material was useful in preparing this program and constitutes a library education reading list:

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d. American Library Association Library Education Division, Degree Requirements at the Masters Level in Library Schools Accredited by the American Library Association, Chicago, 1968.

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f. Asheim, Lester, "Education and Manpower for Librarianship" American Library Association Bulletin LXII (October, 1968), pp. 1096-1120.

g. Bone, Larry, Library Education: An International Survey, Urbana, University of Illinois Graduate School of Library Science, 1968.

h. Harvey, John, "Guide to Library Education" Drexel Library Quarterly III (January and April, 1967), pp. 1-237.

i. International Librarianship, Liber Americus in Honor of G. A. van Riemsdijk, Part III, Aspects of International Librarianship and Education and Training for Librarianship, Amsterdam, School of Librarianship and Documentation, 1969.

j. Khurshid, Anis, "Library Education in Developing Countries", Pakistan Library Bulletin II (Fall 1969), pp. 6-20.

k. "A Library Education Policy for Developing Countries," Unesco Library Bulletin XXII (July-August, 1968) pp. 173-81.

l. Middle States Association of Colleges and Secondary Schools Commission on Institutions of Higher Education, Questionnaire for Library Schools. Chicago, 1953.

m. National Council for Accreditation of Teacher Education, Guide for... the Development... of Undergraduate Programs for School Librarians. Washington, 1960.

n. University of Tehran Faculty of Education Department of Library Science. Reports, Minutes, and Curriculum Materials, Tehran, 1967-70.

Appendix A Library Education Department License Application Form

Name of the Institution _____

Name of the Proposed Department or Faculty _____

Full Address _____

Person Completing this Form _____

Title of the Person Completing this Form _____

Date _____

1. Please submit three copies of the institution's catalog and other descriptive and evaluative material.
2. Date on which the parent institution was licensed.
3. Date on which the parent institution was accredited.
4. Please list the departmental and faculty programs which have been a) licensed, and b) accredited, and the appropriate dates.
5. List the books and periodical articles read in preparation for starting this program.
6. List the library education departments visited in preparation for starting this program.
7. On what date does the institution wish to start library science course work.
8. Describe fully the institution's present library facilities and its immediate plans for developing them.
9. List the institution's purposes and objectives in starting a library education program.
10. What degrees will be offered and what will be the graduation requirements.
11. List and describe fully each course to be offered. Enclose course outline, syllabi, and assignment lists, if available.
12. List the academic level at which courses will be offered.
13. Describe anticipated admission standards and practices.
14. Describe faculty and staff recruitment plans, standards, and budgets.
15. List in full the qualifications of any faculty and staff members who have already been hired or who have agreed to teach in the new program.

16. Describe the quarters which will be assigned to the department.
17. Describe teaching equipment which will be purchased to assist instruction.
18. Describe summer session plans.
19. Special workshops and institutes planned in the first two years.
20. Describe all other plans or ideas connected with the anticipated library science program.

Appendix B Library Education Department Accreditation Report Form

Ministry of Science and Higher Education

Council for the Development of Higher Education

Villa Street, Tehran, Iran.

Each department is expected to complete this form directly, fully, accurately, and honestly. Failure to do so will result in delay and perhaps in the loss of license.

Name of the Institution _____

Name of the Department or Faculty _____

Full Address _____

Library Science Department Chairman or Faculty Dean's Name _____

Date _____

A. General

1. Please indicate at which college level(s) the department educates library personnel

   a) Graduate masters degree major
   b) Undergraduate major
   c) Undergraduate minor
   d) Junior college major
   e) Other

2. List the department's objectives, both general and specific
3. Submit a copy of the complete college or university catalog as well as all departmental catalog and descriptive statements.
4. Submit copies of all forms used regularly in admissions, counselling, registration, grading, evaluation and placement.
5. Enclose the department organization chart.
6. Explain which policies are determined by the department faculty and which by a higher authority outside the department.
7. Describe department plans for development in the next five years.
8. Special workshops or seminars held during the past year?

B. Finance

1. For the past two years show department expenditures for

   a. Teaching salaries
   b. Other salaries
   c. Supplies
   d. Equipment
   e. Postage
   f. Travel
   g. Building remodeling
   h. Financial assistance to faculty members studying abroad or in Tehran
   i. Research
   j. Scholarships.

2. Explain the department head's responsibility for budget administration

C. Quarters and Equipment

1. Submit a list of the rooms which the department uses and show their sizes and functions.

2. List and describe the department collection of teaching aids.

3. List departmental equipment.

D. Library Science Library

1. Total number of library science volumes of monographs and bound serials?

2. Total number of library science serials received currently?

3. Reading room seats?

4. Hours the library is open?

5. List total circulation of library science material during the past two semesters, course by course

6. Number of professional librarians working full-time in the library?

7. List institutional expenditures for library science materials in each of the past three years.

E. Faculty and Staff

1. For each full and part-time faculty member teaching during the current academic year, submit a biography completed by the individual, showing

   a. Name
   b. Address
   c. Date
   d. College degress, subject, date and the Iranian or foreign institution from which obtained
   e. Publications
   f. Languages used fluently
   g. Honors
   h. Courses taught in the past two years
   i. For each course taught, submit a detailed outline and assignment list and show the teaching methos used

j. Current title and rank
k. Teaching salary per month in Rials
l. Library experience, where, position titles and dates
m. Other experience
n. List the department's chief weaknesses, in your opinion

2. For each non-faculty staff member, submit the following information

a. Name
b. Address
c. Title
d. List duties performed regularly
e. Education, where obtained, diplomas, subject emphasis
f. Previous experience
g. Languages known fluently
h. Salary per month in Rials
i. Hours worked per week
j. List office skills

3. Submit a copy of the faculty meeting minutes for the past twelve months

4. Describe orientation policies and procedures used with new faculty members

5. Indicate the provisions made for faculty in-service growth and for research

6. Describe the procedures used by faculty members to maintain uniform instructional standards

7. Describe recently completed faculty translation and research projects.

F. Curriculum

1. What degrees or certificates are awarded?

2. How many degrees or certificates were awarded in the past twelve months?

3. Submit a copy of the course time schedule for each of the past two semesters

4. Total number of semester credits required for graduation?

5. List the number of class meetings actually held and the duration of each one in each course offered during the past semester

6. List the ways in which the department prepares its students particularly for Iranian library service

7. Describe the educational program designed to keep graduates up to date with their profession in Iran

8. List the titles and lengths of Masters papers and other examples of research and translations produced in the past two years.

9. List the libraries and supervisors used for student internships

10. Describe the past summer session program

11. Describe recent curricular changes.

G. Admission and Placement

1. List complete student admission requirements

2. Describe the recruiting and admissions policies and procedures followed

3. Show the previous academic grades and entrance test scores for the last class to be admitted

4. How many students were formally refused admission in the past year? Why?
5. List university student financial aid available
6. Describe student living arrangements
7. Describe placement programs for students and graduates
8. What percent of the students are working in libraries? Elsewhere? Percent of the graduates working in libraries?

H. Students

1. How many full-time students? Part-time students?
2. Describe orientation procedures used with new students
3. Provide a photocopy of each current student's academic file
4. Total enrollment during each semester for the past two years by sex?
5. Describe the student organization as well as its activities
6. For each of the past three years compare the total library science grade point average with that of the remainder of the institution.

Appendix C Sugggested Course Work Fields

The following library science course areas are recommended for general programs at the levels indicated: A-Graduate program, B-Undergraduate major or minor, and C-Technician.

A B C 1. English

Since most library science literature is written in English, with very little written or translated into Persian, each student must have a good reading mastery of English before he can understand his library science course work well. cEnglish courses will help students to improve their class work.

A B C 2. Introduction to Librarianship

This course should orient the student to the book and library worlds and their social importance. Definitions of terms, survey of librarianship as a profession, basic library functions, services, standards, trends and literature should be included. The history of western and Iranian books, printing and libraries, the types of libraries and library positions existing, library associations and education.

A B C 3. Book Selection

This course should cover the principles used in the evaluation and selection of all types of library materials -- books, pamphlets, serials, and audio-visuals. Studying user needs, book reviewing, the book trade, and acquisitions policies and procedures should be included. Practice is desirable in carrying out these principles, in giving oral book reviews, and in compiling sample orders of Persian and foreign materials.

A B C 4. Organization of Materials

Introduction to the principles of organizing Persian and foreign library materials. Policies and practices in descriptive cataloging and classification, as well as preparation for the shelves. The course should cover all types of materials. The Dewey Decimal Classification and the Library of Congress Classification should be taught. The Anglo-American Cataloging Rules and Sharify's Persian Cataloging Rules should be covered as well as the Library of Congress and Sears Subject Heading Lists. Printed card ordering, main, subject, and added enteries, unit cards and filing, analytics, Persian author and book numbers should be taught. May include binding, repair, and inventory practice, also. Laboratory periods may be desirable for supervised practice.

A B C 5. Reference Materials

Introduction to the selection , evaluation, and use of those Persian and foreign reference sources most needed in modern Iranian libraries. The characteristics of subject fields and their printed material should be covered as well as the organization of reference service, handling of reference questions, literature searching and the principles of bibliography. All subject fields should be covered. In the outside preparation for each class session, the students should be required to obtain the answers to several sample questions in each reference book studied. Each student should be given a different set of questions. Also, the student should read descriptions of the books and ideas studied, and compile several bibliographies. This course may include circulation systems, weeding, and vertical file maintenance, also. Laboratory periods may be desirable for supervised practice.

A B C 6. Library Administration

This course should seek to inculcate an understanding of the library as an integral part of its parent university, school, ministry, corporation, or city government, and how it should contribute toward achieving that organization's objectives. Library planning, organizing, developing, coordinating, personnel, finance, public relations, supervision, the methods of stimulating use, and the quarters needed to achieve specific goals are essential topics for this course. Budgeting, simplifying, evaluating, and designing, must be included. All types of libraries should be covered as well as study of the Iranian library standards and reports written to guide their development.

A B 7. Public, School, Special and University Library Service

Course work is needed to enable the student to concentrate his attention on the unique objectives, policies and practices of a particular type of library, presumably the type in which he plans to make his career. Services, organization, and typical Iranian activities should be covered. The graduate programs must cover all four library types, perhaps in three or four separate courses but undergraduate programs may cover only those types in demand from their students. In public library service, both adult and childrens levels should be included. Overlap must be

avoided between these courses, though most students need to take only one of them. Field trips should be made to visit good examples of each library type.

A B C 8. Library Materials for Children and Young Adults

This course should cover both elementary and secondary school materials, primarily those in Persian but also some in other languages. Principles of selection based on curricular needs, aids, criteria for evaluation, and methods of encouraging use in Iranian school and public libraries should be stressed. Both fiction and non-fiction are important. Reading should be required from the classics as well as the currently available material of curricular and recreational interest. Reading guidance theories should be explained and bibliographies compiled. Extensive outside reading should be supplemented by lectures, class discussions and story-telling practice. Some non-book materials should be included as well as some adult materials.

A B 9. Audio-visual Materials

This course should cover the Iranian library use of films, filmstrips, transparancies, slides, records, tapes, microfilms, educational TV and radio. Methods of selecting and evaluating these materials, their housing, organization, use, and promotion are important. Classroom and discussion group use should be explained.

A 10. Information Science

Lectures, discussions, student oral and written reports and exercises on indexing, abstracting, publication, and the use of automation in specific Iranian library departments. The relation between information and library science and the reference service implications of new information service ideas. Document retrieval, the production of book catalogs, thesaurus construction, and data bank acquisitions should be covered. Students should visit a computer center, an automated documentation center, and hear guest lecturers.

A 11. Manuscripts and Archives

A course in the modern policies and techniques needed to select, acquire, catalog, preserve and encourage use of Persian literary and historical manuscripts, rare books, and modern business and government archives. Useful primarily in university and ministry libraries. This course may be separated into two where desirable.

A 12. Masters Paper

An exercise in project planning, data collection, analysis and reporting which results in a written paper. It should add to the existing knowledge of Iranian printed material or librarianship. Research methods instruction and individual student guidance should be given. For extraordinarily well qualified students, a translation may be assigned. The project should take about 180 hours of the student's time.

A B C 13. Internship

Actual work experience in a good Iranian library under the supervision of a capable graduate librarian. The student should carry out specific tasks in book selection, acquisition, serial control, cataloging and classification, reference, circulation, administration, and other library fields. The entire course must be oriented toward instruction for the student, not toward free labor for the library. In a three credit course, 120 hours of work should be required at the undergraduate level and 180 hours at the graduate level.

5.5.71